DOCUMENT RESUME

ED 022 445 JC 680 316

By-Sibley, Albin Michael
A STUDY OF SELECTED CHARACTERISTICS OF TRANSFER STUDENTS AT APPALACHIAN STATE UNIVERSITY.
Pub Date Mar 68
Note-11p.
EDRS Price MF-$0.25 HC-$0.52
Descriptors-*JUNIOR COLLEGES, *STUDENT CHARACTERISTICS, *TRANSFER STUDENTS
Identifiers-Boone, *North Carolina

The success of junior college teaching of the transfer student is judged by his success at the senior college. The junior college must therefore know how well he does after transfer, if it is to evaluate and improve its teaching methods. The senior college should also know the characteristics of its incoming transfers if it is to provide the best possible guidance. This study investigated the characteristics of 154 transfers and their academic performance in the senior colleges, and compared them with transfers from private junior colleges and other senior institutions. They had enrolled in the fall of 1966 and remained for the year. Twenty-four students were from community junior colleges, 44 were from private junior colleges, and 86 were from other senior colleges. It was expected that the grade point average for the community college students would rise for each successive quarter, as it did for the other two groups. It was found, however, that it remained basically the same. Tables show other data which were recorded in the course of the study, such as age, sex, and number of hours transferred. (HH)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

A STUDY OF SELECTED CHARACTERISTICS OF TRANSFER STUDENTS AT APPALACHIAN STATE UNIVERSITY

A Research Paper

Presented to

Dr. L. Cooper of the Department of Education

Appalachian State University

In Partial Fulfillment

of the Requirements for

Education 544

---

by

Albin Michael Sibley

March 1968

ED022445

JC680316

UNIVERSITY OF CALIF.
LOS ANGELES

JUL 12 1968

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

The community junior college is a relatively new addition to the educational family of our country. Many new teaching methods and procedures are being devised by these institutions in an attempt to maximize efficiency of instruction. In its role of preparing transfer students, the success or failure of these teaching methods is measured to a very great degree by the success or failure of their students in the senior institution. It is imperative, therefore, that the community college have some knowledge of the success of their students in the four year college or university if it is to evaluate and improve teaching methods in the transfer program. In addition, the senior college must have some knowledge of the characteristics of incoming transfer students if it is to provide the best possible guidance and instruction.

It is the purpose of this study (1) to investigate the characteristics of transfer students from community junior colleges, with emphasis upon academic performance in the senior institution; and (2) to compare these students with transfer students from private junior colleges and senior colleges.

Transfer students entering Appalachian State University during fall quarter of 1966 were chosen as the initial sample for this study. As expected, several

students were eliminated from the study for lack of sufficient data. As one of the aims of the study was to measure the "shock of transfer," fifty students who did not complete the school year were also eliminated, as the low academic scores characteristic of this group would have influenced the averages for each quarter that they were in attendance. The final sample of 154 individuals consisted, therefore, of those transfer students (1) who entered during the Fall quarter of 1966; (2) who remained in attendance for the entire year; and (3) for whom sufficient data were available

Information on all students remaining in the sample was obtained from various student records and key-punched into IBM cards. These cards were fed into an IBM 1620 digital computer to obtain most of the statistics contained in this report.

The first step in organizing the data was to divide the sample into three groups; those transferring from a community junior college, those transferring from a private junior college, and those transferring from a senior institution. For each of these groups, a frequency distribution was then calculated for such factors as hours transferred, sex, age at date of transfer, and grade point average for each of the three quarters of the 1966-67 school year.

The community college transfers were the least in

number, with ten men and fourteen women. Private junior colleges contributed twenty-two men and twenty-two women. The senior college transfers were the most numerous with forty-four women and forty-two men. Additional group characteristics, such as average age and the average number of hours transferred, can be found in Table I.

From the distribution of hours transferred, it can be concluded that the vast majority of junior college students transferred after completing two full years of study. While the average number of quarter hours transferred by senior college students was 82.5, approximately one third of these students transferred less than sixty hours, thus indicating a significant number of students changing schools after one year. A frequency distribution of hours transferred can be found for each kind of institution in Table II.

Upon examination, there appears to be no outstanding difference between the means of the ages of the students from the three types of institutions. A frequency distribution of age at date of transfer can be found for each kind of institution in Table III.

Data on academic performance did not show the expected result for community junior college transfer students. It was expected that the grade point average for the group

TABLE I

BASIC STATISTICS ON TRANSFER STUDENTS FROM COMMUNITY JUNIOR COLLEGES, PRIVATE JUNIOR COLLEGES AND SENIOR COLLEGES WHO ENTERED APPALACHIAN STATE UNIVERSITY IN THE FALL OF 1966

	Type of Institution Transferred from		
	Community Junior College	Private Junior College	Senior College
Number of Male Students	10	22	42
Number of Female Students	14	22	44
Average Number of Hours Transferred	86.17	89.93	82.46
Average Age at Time of Transfer	20.29	20.73	20.95

Note: These figures include only those transfer students who completed the entire school year and for whom sufficient data were available. Fifty transfer students discontinues attendance before the end of the school year and approximately five students were eliminated for insufficient data.

TABLE II

FREQUENCY DISTRIBUTION OF QUARTER HOURS TRANSFERRED FOR EACH TYPE OF INSTITUTION

Hours Transferred	Frequency for Each Type of Institution		
	Community Junior College	Private Junior College	Senior College
10 to 19	1	1	2
20 to 29	0	0	2
30 to 39	0	1	3
40 to 49	3	4	17
50 to 59	0	2	4
60 to 69	0	0	1
70 to 79	1	0	1
80 to 89	0	2	9
90 to 99	13	14	22
100 to 109	6	17	17
110 to 119	0	2	0
120 to 129	0	0	1
130 to 139	0	1	0
140 to 149	0	0	5
150 to 159	0	0	2

TABLE III

FREQUENCY DISTRIBUTION OF AGE
FOR TRANSFER STUDENTS FROM
EACH TYPE OF INSTITUTION

	Frequency by Type of Institution		
Age	Community Junior College	Private Junior College	Senior College
19	4	6	23
20	14	23	36
21	3	9	10
22	1	1	2
23	2	0	4
24	0	2	4
25	0	2	0
26	0	0	2
27	0	0	2
28	0	0	2
29	0	1	
-	-	-	-
-	-	-	-
41	0	0	1

would show an increase for each successive quarter. This trend was quite evident for the other two groups. The mean score for the community college students, however, remained basically the same, for each quarter. Frequency distributions for each quarter of the 1966-67 school year can be found in Tables IV, V, and VI.

The statistics presented in this report are by no means intended to be an all inclusive analysis of transfer students at Appalachian State University. The intent of this paper is to cast a small amount of light on a topic which has been neglected at many institutions of higher learning and to indicate or discover some areas or topics deserving a more rigorous and formal investigation.

For those who have given assistance in the collection and tabulation of data, particularily the staff of the computer center and registrar's office of Appalachian State University, I give my sincere thanks.

TABLE IV

FREQUENCY DISTRIBUTION OF GRADE POINT AVERAGE SCORES FOR COMMUNITY JUNIOR COLLEGE TRANSFER STUDENTS FOR THE 1966-67 SCHOOL YEAR

G.P.A.	Fall Quarter	Winter Quarter	Spring Quarter
0 - 49	1	0	0
50 - 99	0	0	0
100 - 149	2	2	2
150 - 199	5	4	5
200 - 249	3	8	6
250 - 299	9	6	7
300 - 349	4	4	4
350 - 400	0	0	0
Average	232.1	232.5	232.5

Note: The averages for each quarter are the arithmetic means of scores of individual students. If this score is to represent the entire group as an individual, it must be assumed that all students carried approximately the same number of quarter hours.

TABLE V

PREQUENCY DISTRIBUTION OF GRADE POINT AVERAGE SCORES FOR PRIVATE JUNIOR COLLEGE TRANSFER STUDENTS FOR THE 1966-67 SCHOOL YEAR

G.P.A.	Fall Quarter	Winter Quarter	Spring Quarter
0 - 49	0	0	0
50 - 99	1	1	1
100 - 149	2	2	2
150 - 199	7	7	7
200 - 249	17	13	15
250 - 299	11	14	8
300 - 349	5	5	8
350 - 400	1	2	3
Average	229.6	235.2	242.3

Note: The averages for each quarter are the arithmetic means of individual students. If this score is to represent the entire group as an individual, it must be assumed that all students carried approximately the same number of quarter hours.

TABLE VI

FREQUENCY DISTRIBUTION OF GRADE POINT AVERAGE SCORES FOR SENIOR COLLEGE TRANSFER STUDENTS FOR THE 1966-67 SCHOOL YEAR

G.P.A.	Fall Quarter	Winter Quarter	Spring Quarter
0 - 49	0	0	2
50 - 99	2	2	0
100 - 149	10	4	2
150 - 199	27	12	16
200 - 249	23	40	29
250 - 299	16	17	22
300 - 349	4	8	11
350 - 400	4	3	3
Average	212.3	229.9	236.6

Note: The averages for each quarter are the arithmetic means of individual students. If this score is to represent the entire group as an individual, it must be assumed that all students carried approximately the same number of quarter hours.